



**Monitoring Report on Achieving the
College's ENDS:
Student Success**
November 19, 2018



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Background and Summary

Student Success: Our students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution.

There are five core indicators (with several sub-indicators) used to measure student success in the College’s proposed FY 2018 Annual Plan. Based on the latest available information, performance is as follows:

Target	Performance ¹
Successful College-Level Course Completion will be above the prior three-year average.	
Successful completion of courses was 73.1% compared to the three-year average of 73.1%.	
Results of General Education Assessment of Students will be at or above 70%:	
Critical thinking was 82%.	
Human heritage, culture, and institutions was 91%.	
Mathematical methods was 70%.	
Public speaking was 93%.	
Writing skills was 87%.	
Persistence, Retention, and Progression will be above the prior three-year average.	
Fall-to-Spring persistence was 57.1% compared to 58.6%.	
Fall-to-Fall retention was 38.4% compared to 38.7%.	
Progression (The progression rate of students graduating, transferring, and continuing education) was 51.0% compared to 52.7%.	
The number of graduates will be above the prior three-year average.	
The number of graduates was 1,751 compared to the target of 1,985.	

- During the last several years, the College has demonstrated the following progress in addressing its Student Success END:

¹ Performance indicators are as follows: • (green) denotes at or exceeding target, • (yellow) denotes slightly below target requiring monitoring, • (red) denotes significantly below target



Background and Summary

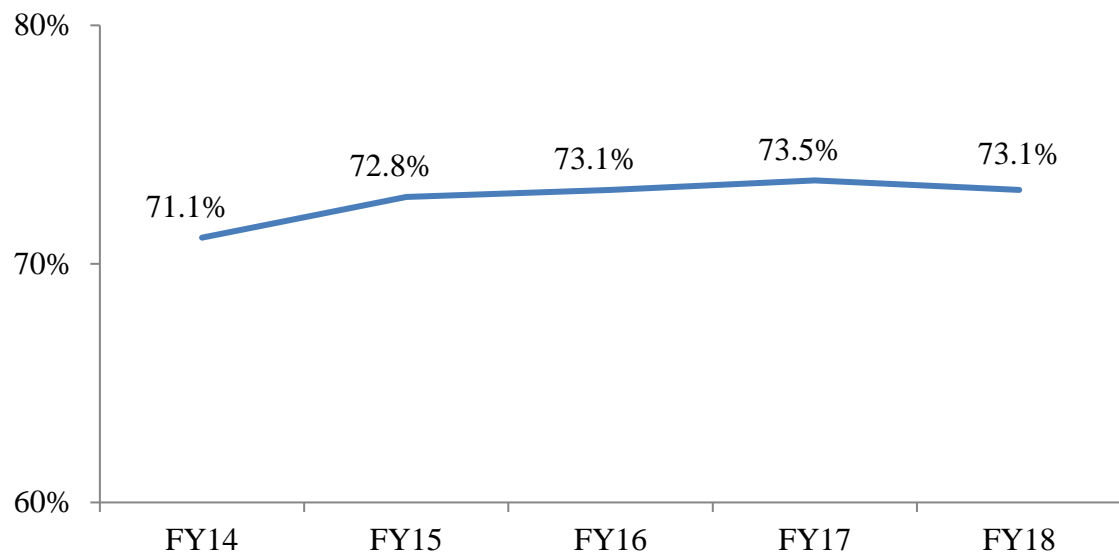
- All five general education assessments of student learning exceeded the target.
- Progression was above the three-year average.
- General Education course assignment submissions have continued to increase.
- Areas for improvement include the following:
 - Successful course completion declined.
 - Fall to Spring persistence declined.
 - The number of graduates continues to decline.

Successful College-Level Course Completion

Target: Successful completion of college-level courses will meet or exceed 73.1% for all courses.

Students successfully complete a course if they achieve a grade of A, B, C, or S.

Successful Course Completion Rates



Source: Office of Institutional Effectiveness

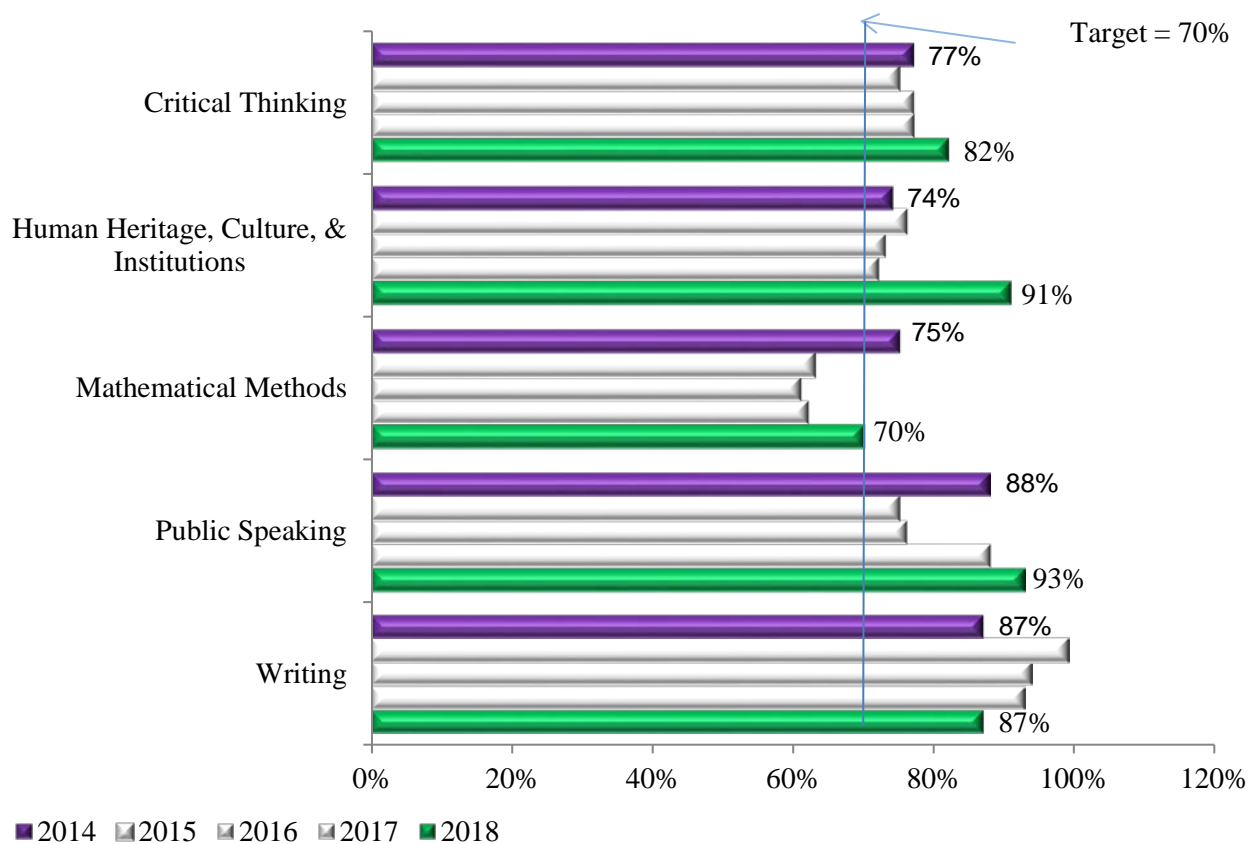
- Successful course completion of all courses has remained relatively steady over the past several years.
- The intersession and 8-week courses experienced an increase from the previous year, while the 4-week declined by 8.2 percentage points and the Fast Track and 16-week courses declined slightly.
- Online and traditional course completions remained steady, while the web-enhanced courses reflected an increase for the past two years.

General Education Assessment

Target: The goal of the general education process is for at least 70% of the students assessed to demonstrate required levels of learning in each subject area.

A rigorous system of general education assessment is important to the College’s accrediting bodies and ensures consistent evaluation of learning outcomes over time. Course assignments are evaluated by independent faculty committees to determine if they meet a set of pre-determined criteria (rubrics). Students must have 35 or more OCCC credits to be included in the assessment.

General Education Assessment Results



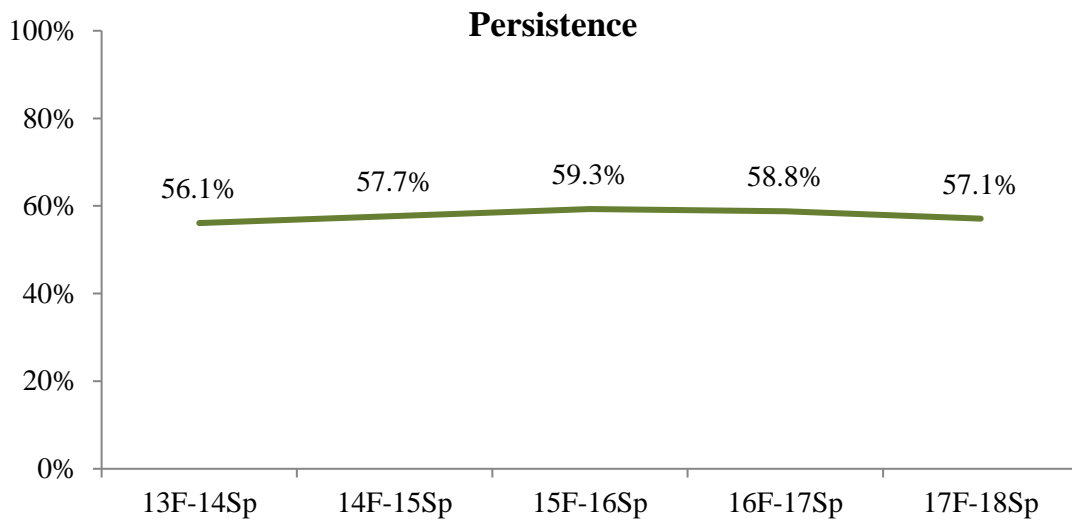
Source: General Education Committee

All five general education assessment goals were met. For the first time since 2014, Mathematical Methods met the 70% target. Human Heritage, Culture, and Institutions increased by 19 percentage points from the previous year. Critical Thinking and Public Speaking both increased, while Writing declined.

Target: Students who continue their courses from the Fall 2017 to the Spring 2018 Semester (Persistence) will be above 58.6%.

Fall-to-Spring Persistence

Student persistence is defined as a student who enters in the fall semester and returns in the subsequent spring semester. The cohort of students used in this report includes all students new to OCCC in that particular semester.

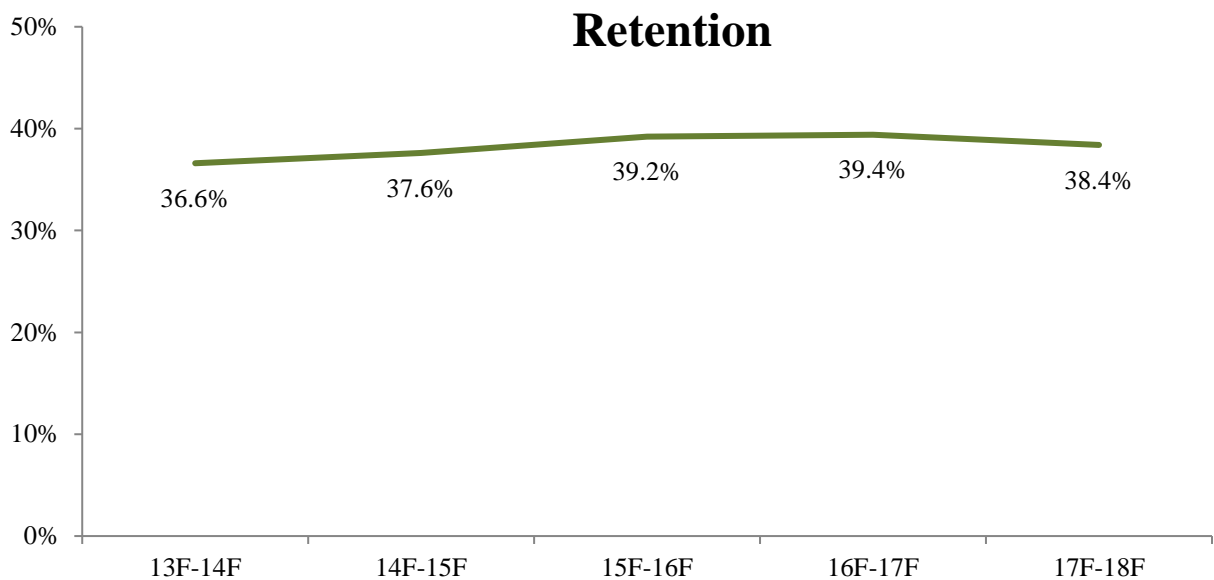


Source: Office of Institutional Effectiveness

- The persistence target fell short of its goal by 1.5 percentage points. Details can be found on pages 20-21.
- Persistence continues to be at a higher rate for full-time students compared to part-time students, females compared to males, financial aid applicants compared to non-financial aid applicants, and new students compared to new transfer students.

Fall-to-Fall Retention

Target: Students who continue their courses from Fall 2017 to the Fall 2018 semester (Retention) will be above 38.7%. The cohort used to track retention is all new students to OCCC who enrolled in the fall.



Source: Office of Institutional Effectiveness

- Retention fell slightly below the target by 0.3 percentage points. Details of the retention information are found on pages 22-23.
- The numbers for the demographic retention rates were similar in make-up to the persistence rates, with a higher rate for full-time students compared to part-time students, females compared to males, financial aid applicants compared to non-financial aid applicants, and new students compared to new transfer students.

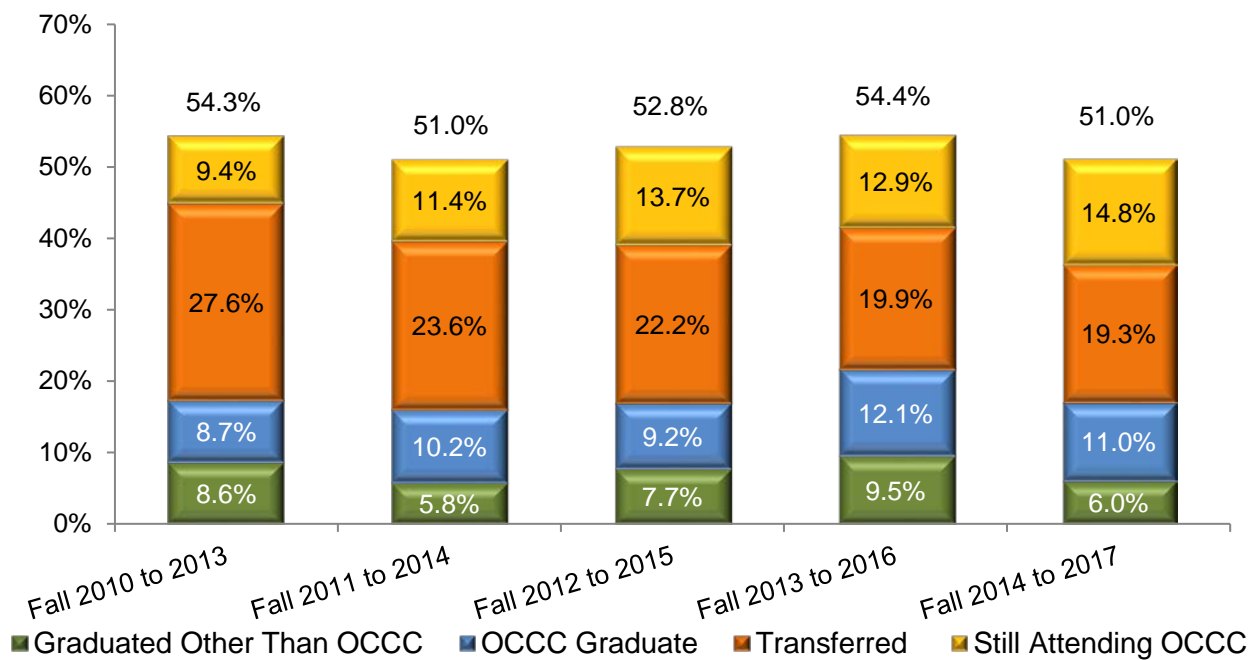
Progression

Target: The progression rate will be above 52.7%.

The progression rate measures the progress that a first-time student to OCCC has made toward earning a degree or certificate over a three-year period. A student is said to progress over the three-year period if:

- They earned a degree or certificate at OCCC.
- They earned a degree or certificate at a transfer institution.
- They transferred to another educational institution.
- They are currently attending OCCC.

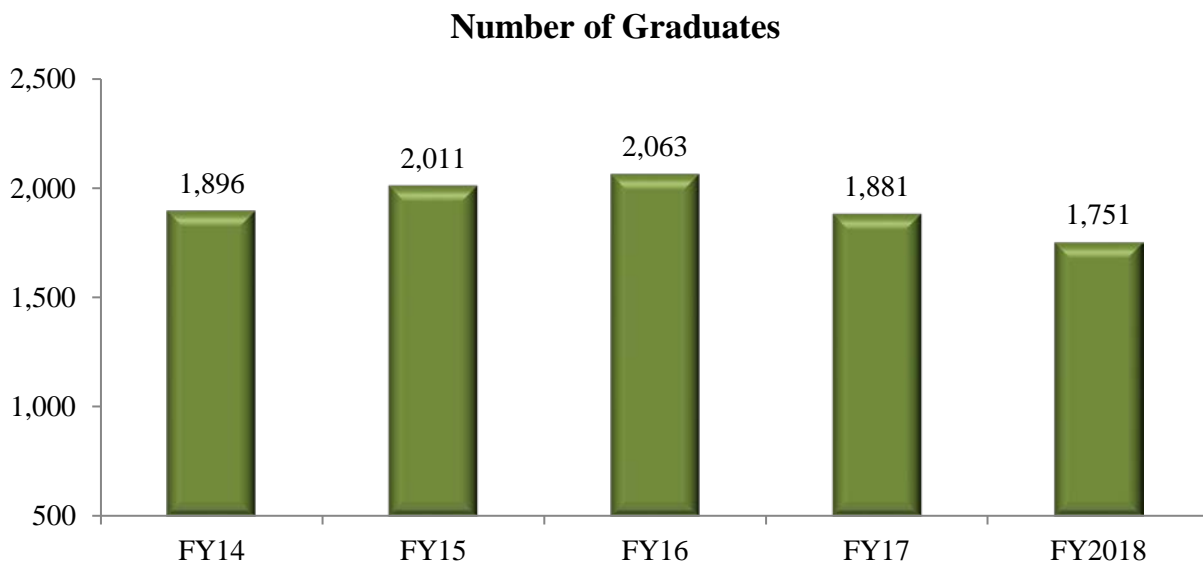
Three-Year Progression



- The progression rate target was not met. The number was 1.7 percentage points below the target. The percent of students still attending OCCC has increased while the three other measures declined.

Number of Graduates

Target: The number of graduates will be above the prior three-year average of 1,985 graduates.



- The number of graduates was 130 less than the target, or 7%.
- Over the last ten years, the number of graduates increased by 40.8% (from 1,244 in 2009 to 1,751 in 2018); compared to a decrease in headcount enrollment of 10.0% during the same time span. Details are included on page 24.



Continuous Improvement Efforts

Focus on persistence and retention

- Identify non-returning students and identify reason

- Proactive Starfish outreach

- Focus on classroom interventions

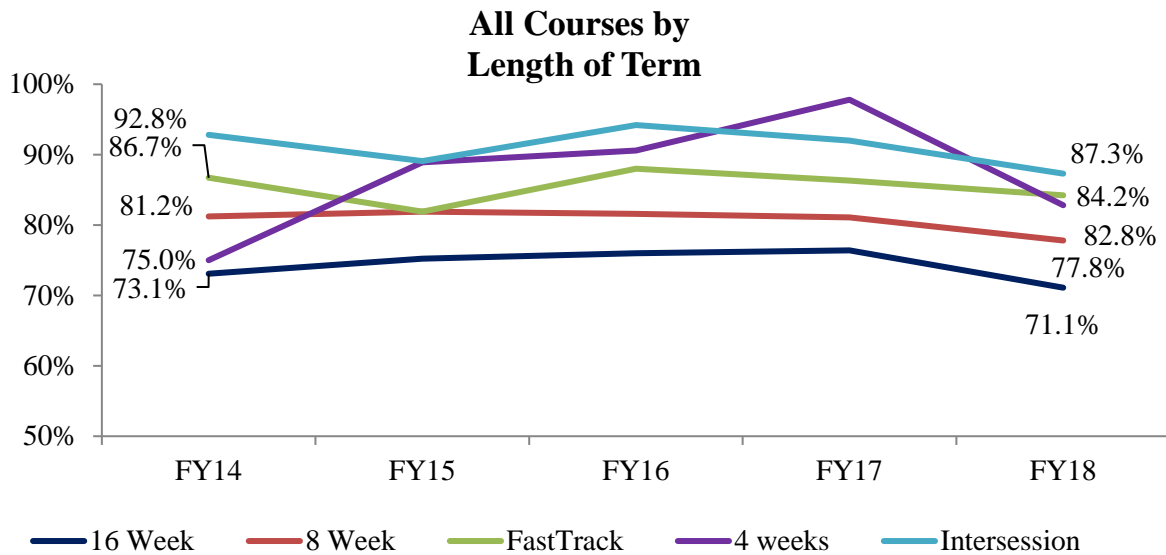
- Course redesign across the divisions

- Develop co-requisite opportunities



APPENDICES

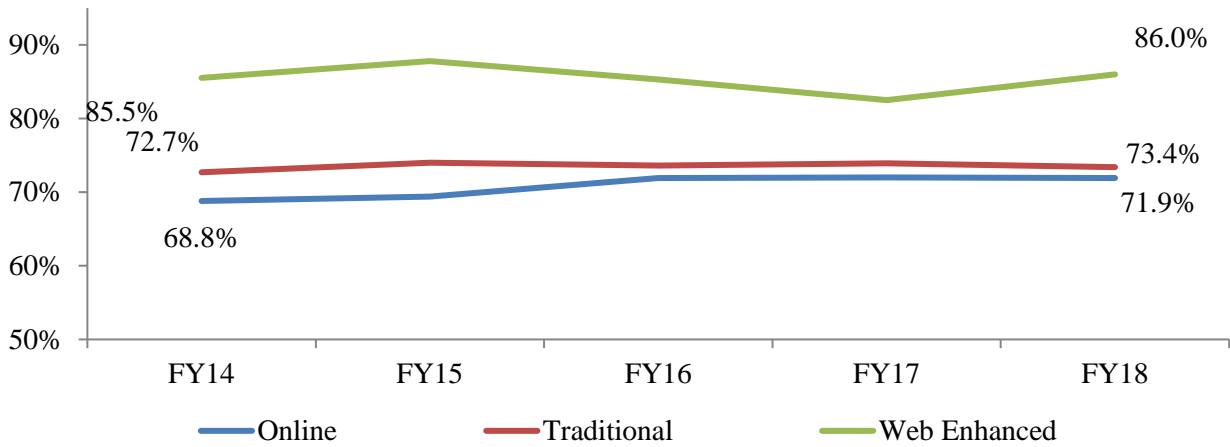
Successful Course Completion by Length of Term



	FY2017 Successful Completion for the College		FY2018 Successful Completion for the College		Percentage Point Diff FY17 to FY18
	#	%	#	%	
4-week	141	91.0%	101	82.8%	-8.2
Intersession	652	85.9%	563	87.3%	1.4
Fast Track	569	84.8%	513	84.2%	-0.6
8-week	11,947	77.7%	12,868	77.8%	0.1
16-week	36,185	71.6%	34,309	71.1%	-0.5

Successful Course Completion by Delivery Methods

All Courses by Delivery Method

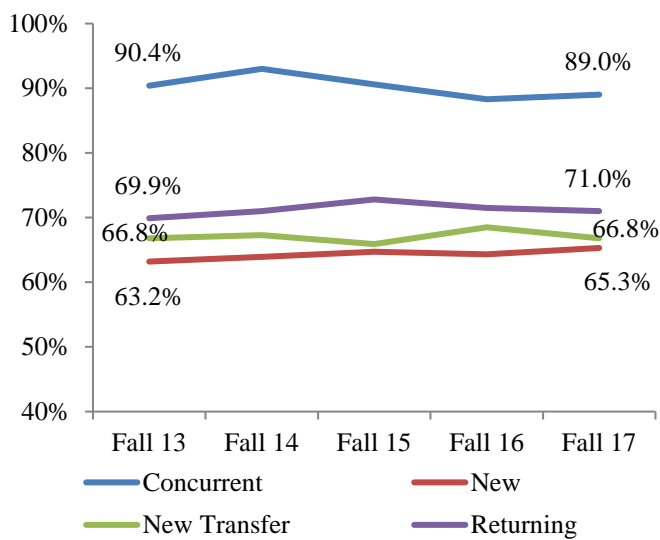


Enrollments by Delivery Method

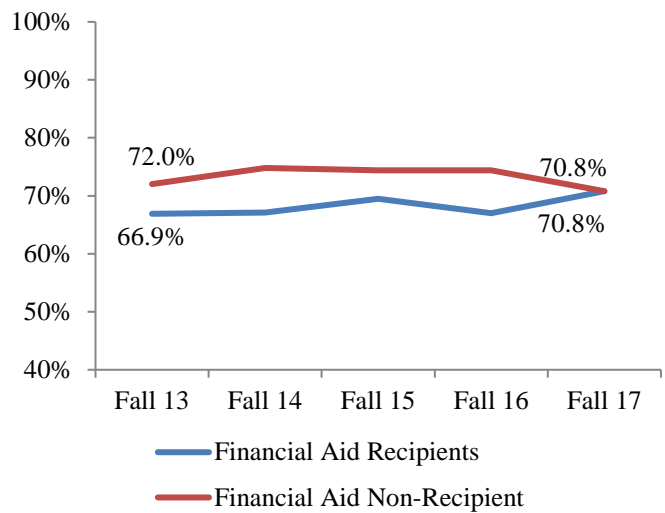
	FY2016		FY2017		FY2018	
	#	%	#	%	#	%
Online	15,235	29.2%	15,360	30.4%	15,486	32.2%
Traditional	36,188	69.3%	34,295	67.9%	31,928	66.4%
Web Enhanced	821	1.6%	844	1.7%	639	1.3%

Successful Course Completion by Type of Enrollments

All Course Levels by Type of Enrollment*



All Course Levels by Financial Aid Recipients, & Financial Aid Non-Recipients*



These are mutually exclusive categories.

*These two graphs include Developmental, 1000- and 2000-level courses

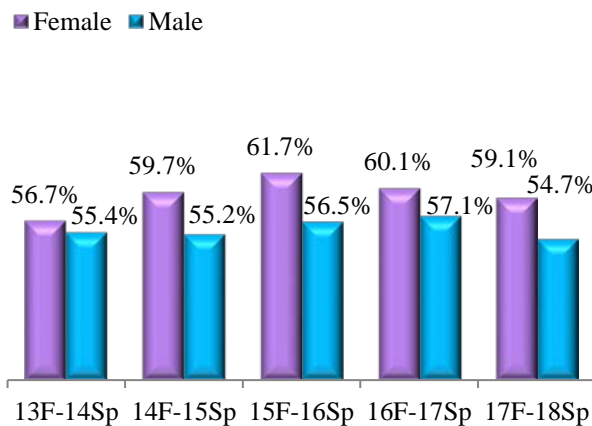
Persistence by Select Demographics

Persistence Differences between the Overall Rate and Race/Ethnicity

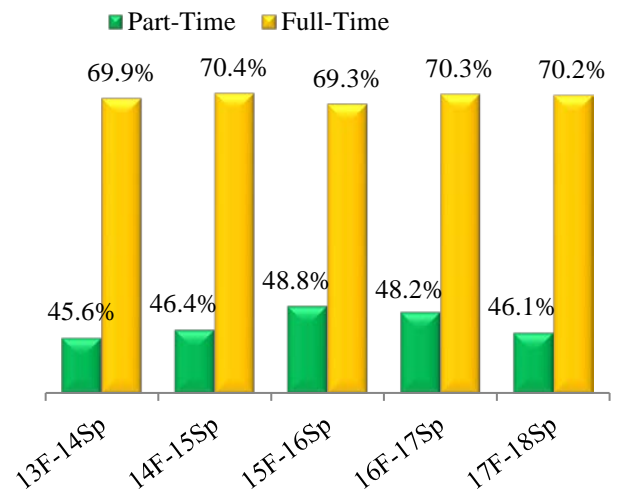
	13F-14Sp	14F-15Sp	15F-16Sp	16F-17Sp	17F-18Sp
Asian	13.2	8.8	10.2	4.1	17.9
Black/African American	-10.7	-9.9	-8.0	-1.1	-10.6
Hispanic/Latino	3.1	5.3	1.4	0.5	0.9
Native American/Alaskan	-1.5	-6.1	-1.3	-9.2	-0.9
Two or More Races	6.9	1.4	2.2	0.3	0.8
Minority Total	0.4	-0.3	0.1	-0.6	-0.6
White	-0.6	0.2	0.1	-0.2	1.1
College Persistence	56.1%	57.7%	59.3%	58.8%	57.1%

Source: OCCC Office of Institutional Effectiveness

Persistence by Gender

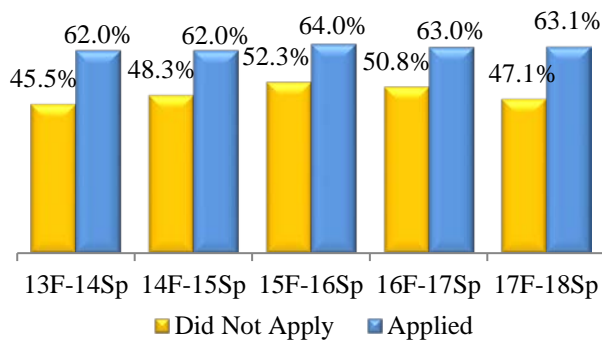


Persistence FT/PT Students

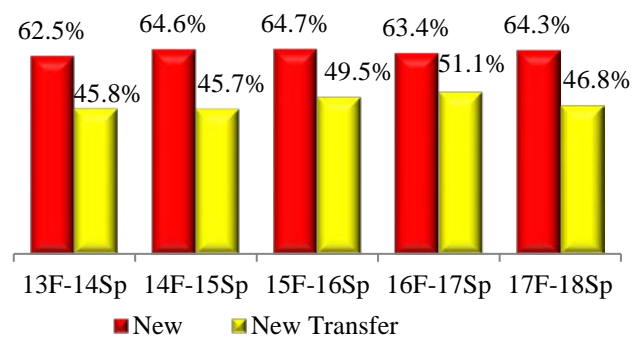


Persistence by Financial Aid Applicants, New Students, EFC, and First Generation

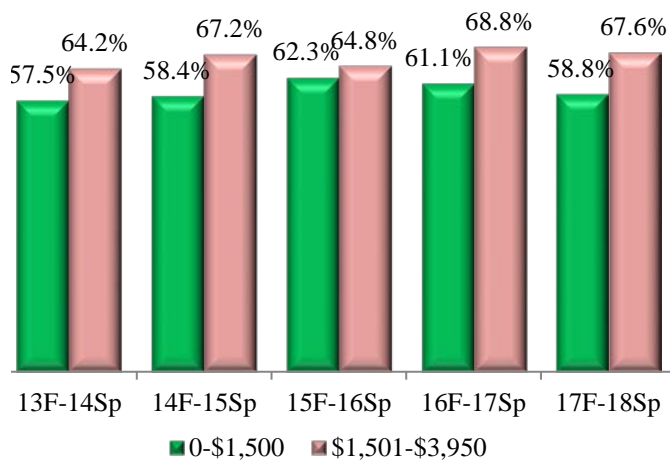
Persistence by Financial Aid Applicants



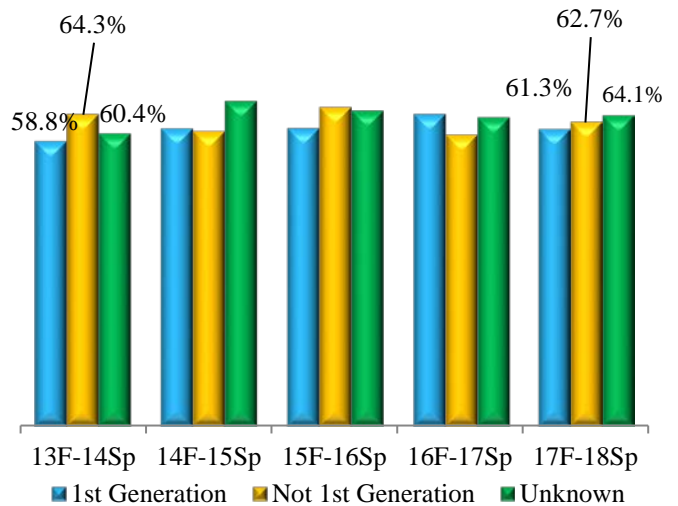
Persistence by New and New Transfer



Persistence by Low Expected Family Contribution



Persistence by First Generation*



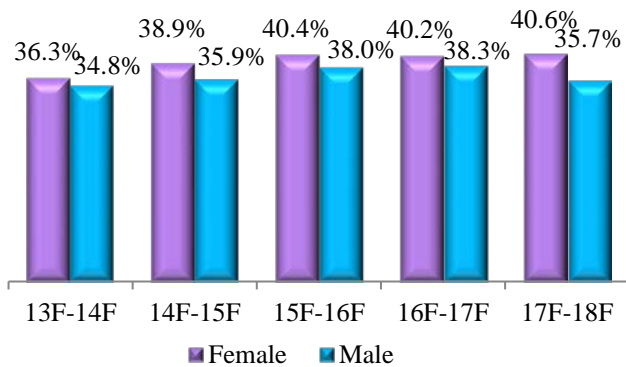
*Excludes students who did not file FAFSA

Retention by Select Demographics

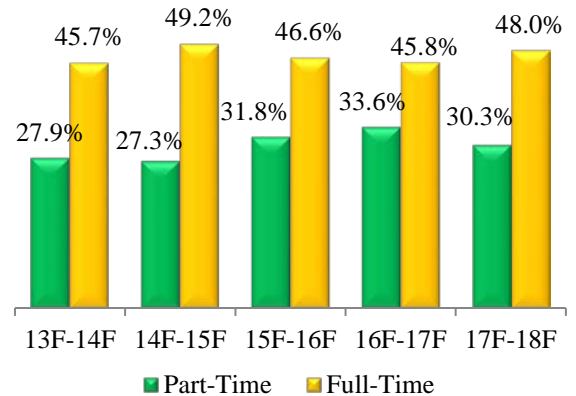
Retention Differences between the Overall Rate and by Race/Ethnicity

	F13-F14	F14-F15	F15-F16	F16-F17	F17-F18
Asian	15.7	12.2	9.7	6.7	5.4
Black/African American	-11.6	-8.1	-9.9	-4.1	-6.2
Hispanic/Latino	2.0	3.8	2.4	3.6	0.3
Native American/Alaskan	-6.0	-3.1	0.3	-10.1	-6.8
Two or More Races	0.1	-1.1	-1.1	4.1	-2.0
Minority Total	-1.2	0.0	-0.5	0.7	-0.8
White	0.8	-0.2	1.2	-0.9	0.8
College Retention	35.6%	37.6%	39.2%	39.4%	38.4%

Retention by Gender

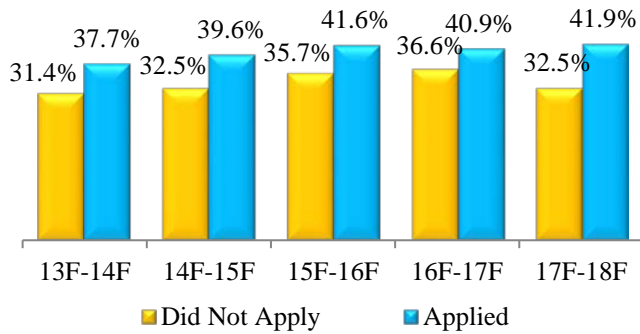


Retention by Part-Time/Full-Time Students

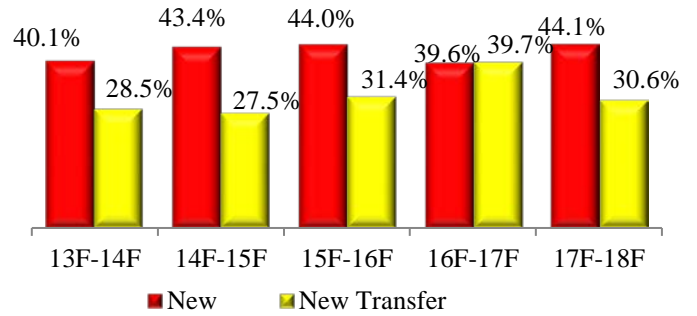


Retention by Financial Aid Applicants, New Students, Low EFC, and First Generation

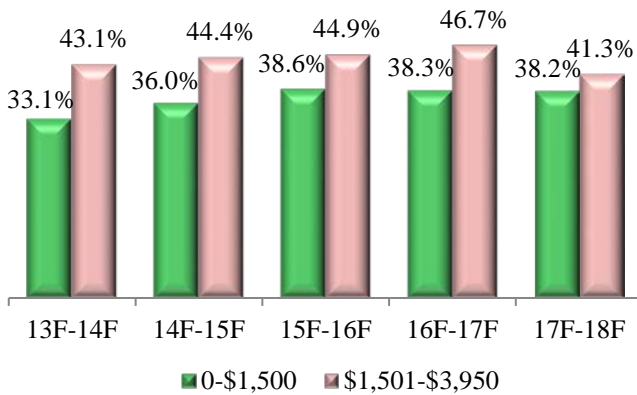
Retention by Financial Aid Applicants



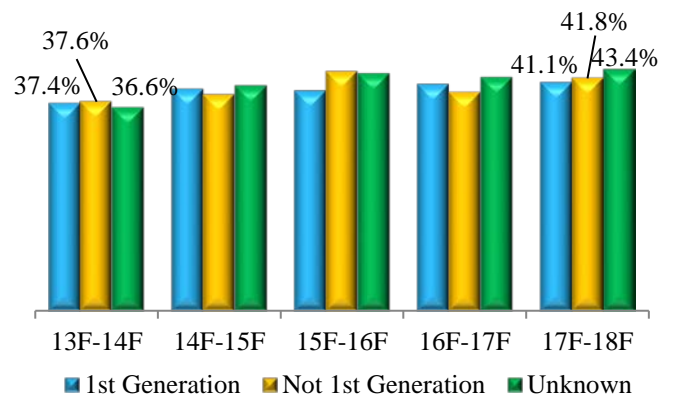
Retention by New and New Transfer



Retention by Expected Family Income



Retention by First Generation*



*Excludes students who did not file FAFSA

Headcount and Graduates

